

St. Peter's Catholic Primary School

Behaviour Policy



The mission of our school is

*Loved by Jesus, we love, we learn, we live
and grow together for Him*

Statement of intent

At St. Peter's Catholic Primary School each individual is called to be one of God's holy people, to love, learn, live, and grow to mirror the life of Jesus. Therefore, our behaviour and discipline policy is based on the Christian principle of love and respect for each other.

"Love one another as I have loved you." John 15 v 12

Our Core Values



Approved by: L.Murphy

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Loved by Jesus, we love, learn, live and grow together for Him
Service Tolerance Peace Endurance Truth Enjoyment Respect

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Our School Rights and Responsibilities:

There are four basic rights for both adults and pupil in our school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect
- The right to be the person God wants me to be

Everyone has the responsibility to protect these rights through their own behaviour and actions:

- The responsibility to make sure others feel and are safe
- The responsibility to allow others to learn in class
- The responsibility to treat others as we would like to be treated
- The responsibility to allow others the opportunity to develop as God wants them to be

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on promoting Gospel Values – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

It is the role of all in the community to create an environment in which learning and teaching can take place. All staff are called through their vocation to model Christian values and show pupil through example what is expected of them to promote and maintain community cohesion.

Behaviour of our pupils, your pupil, sets them up for life. How they learn to handle and respond to situations will impact on them greatly, not just here at St. Peter's, but as they move on and grow to be good citizens of the future.

Underlying Philosophy:

Our school is a place of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of our behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
- The creation of a safe and secure learning environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices

Vision, Aims and Purpose:

Our vision at St. Peter's is to provide a safe, orderly environment where pupil can learn and flourish; where all members of the school community treat each other with courtesy and respect at all times. The aims of the behaviour policy are:

- to promote the schools core values and Gospel values
- set high expectations in terms of behaviour
- promote self-discipline and a proper regard for authority
- work co-operatively showing concern for others
- develop a responsible and independent attitude towards work and towards their roles in our school/ parish and wider community
- strive to achieve their potential in terms of academic achievement but also in terms of behaviour so that they become well-rounded citizens of the future
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

As staff, we set our pupils an example of mutual caring and co-operation. As a Catholic school, we promote our Christian values and attitudes through our religious programmes and through the example we give as a staff. St Peter's school encourages all pupil to follow the School Rights and Responsibilities:

We value our behaviour system and ensure that Staff induction, development and support have high priority. We ensure access to staff support and continuing professional development, so that staff may continue to improve their practice. We do this with support from our MAC and from support of outside agencies such as Pupil and School Support, Communication and Autism Team, Educational Psychologist and Beacon Behaviour Support.

Leadership and Management

The governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Principal is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, Principal and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist pupil and young people's mental health services, to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with SENCO to refer to educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, Principal and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: -
 - SENCO
 - Principal
 - Deputy Principal
 - Subject leader

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

- As authorised by the Principal, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- Set expectations by prompting good behaviour and marginalising poor behaviour
- Deal with specific individuals - as opposed to generic groups
- Being fair and consistent
- Spending a little time reflecting on each day – just before final prayers - thinking how we have made the day happy - for all those who came in contact with us.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community, particularly when inappropriate choices are made
- Reporting any unacceptable behaviour to a member of staff.
- Being honest and telling the truth.
- Treating others as we would like to be treated ourselves.
- Listening to all staff and follow instructions immediately.
- Showing good manners to all staff at all times.
- Walking around school quietly and calmly.
- Taking care of our school as if it were our home.
- Showing respect for other people's belongings.
- demonstrating how to accept failure/disappointment with humility and success/praise with grace

Parents are responsible for

As parents of St. Peter's pupils you play a crucial role in the school's system of discipline. We will inform you of any concerns and can assure you that all behaviour incidents will be dealt with fairly and investigated thoroughly by our staff. Therefore, we ask that you will:

- Listen, take account of and value every child's voice
- Offer encouragement and praise to your pupil especially when they receive awards and taking an active interest in the child's school life
- Provide full support for the discipline procedures within the school
- Co-operate with teachers when sanctions are necessary so presenting a united front to the pupil
- Attend meetings about your child's learning and behaviour both at individual and school level
- Support your pupil with their homework
- Bring issues with other pupil or parents to the attention of the school. Parent on parent, parent on child conflict will not be tolerated on school premises

We have an open-door policy and will always welcome parents who wish to discuss any concerns, however, we do expect staff and parents to support each other in a relationship built on trust and mutual respect to ensure that pupil are enabled to reach their full potential.

Please respect our staff, they are here to help you. Verbal, physical, aggressive, offensive, intimidatory or disrespectful behaviour will not be tolerated.

All stakeholders have the responsibility to

- Encourage and foster mutual respect towards each other, by being polite and understanding.
- Develop self-esteem and self-worth, by acknowledging and rewarding people's efforts in contributing to all aspects of the school life.
- Foster within the pupil a respect for discipline and school rules.
- Encourage care of school and personal property.
- Strive to give every child 'opportunities to experience success'.
- Continuously reinforce and our school core values.

SCHOOL SYSTEMS

HOW WE PROMOTE POSITIVE BEHAVIOUR

We encourage our pupils to develop our core values and follow the school rights and responsibilities and succeed in school by awarding good behaviours with a range of rewards:

See appendix 1- Good behaviours

Verbal Recognition and Praise

Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.

Certificates/Postcards

We issue certificates for positive social interactions - such as politeness, sharing and helping others.

House Points

We issue house points for positive learning behaviours and other behaviours linked to our school values. Each week, the team with the most points gains a star on the house point chart and the house with the most wins at the end of a half term have extra playtime, as voted for by the pupil.

For 25 House points a bronze certificate is awarded

For 75 House points a silver certificate is awarded

For 150 House points a gold certificate is awarded

For 500 house points a platinum certificate is awarded

RESPONDING TO NEGATIVE BEHAVIOUR

We pride ourselves on a fair and consistent behaviour system at St. Peter's and, in line with gospel values, we promote positive behaviour strategies, focusing on good behaviours and forgiveness. However, there are times that pupils make poor choices and sanctions and consequences may be given

Our behaviour system is categorized into three areas:

Disrupting the right to Learn code 1

Disrupting the right to Respect code 2

Disrupting the right to Be Safe code 3

Each right has example codes of how it might be broken.

See Appendix 2: Not keeping the School Rights and Responsibilities

Where misbehaviors occur the following hierarchy is used to respond to these behaviours.

1. Minor Incidents: Handled by class teacher/member of staff on duty.
2. Medium Incidents: May be handled by teacher if one-off incident. Otherwise, the Principal or Vice Principal should become involved.
3. Significant Incidents must always be referred to the Principal and Vice Principal (logged on My Concern) to be dealt with in collaboration with the class teacher.
4. Very Serious Incidents dealt with by Principal or Vice Principal, teacher and parents (logged on My Concern)

All incidents are recorded on weekly school behaviour charts. These are used by all staff, including lunchtime supervisors, and are collected each Friday for monitoring by SLT.

See appendix 3 for examples of how misbehaviors are dealt with

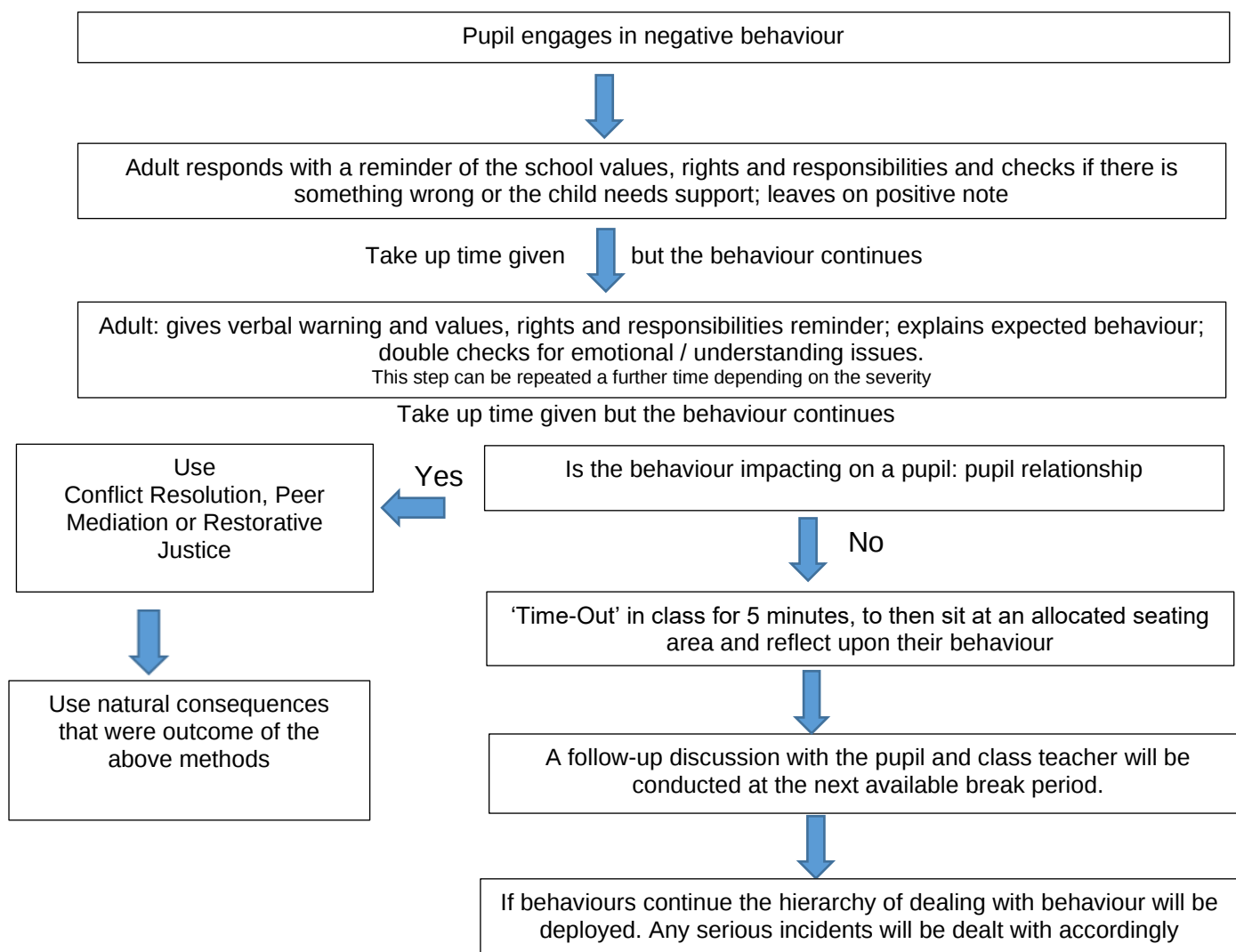
When a pupil engages in a behaviour that is not in line with our values, rights and responsibilities, we will respond in the following ways.

1. If the behaviour has damaged a relationship, we will manage the behaviour through Conflict Resolution, Peer Mediation or Restorative Justice. This should result in a natural, proportional consequence to discourage this behaviour in the future - and help the pupil understand the impact of their actions on the people around them. **See Appendix 3 Restorative Conversation Prompts**
2. We will respond using a consistent system of consequences. Between each consequence, the child will be given “take-up time” to think about their actions and improve their behaviour.

Responding to Misbehaviors:

In order to maintain a positive learning environment it is important to ensure that any misbehaviour is dealt with effectively.

The following process is to be consistently followed by all staff:



Weekly Behaviour charts

All behaviours are recorded on weekly behaviour charts. This includes both class, school and lunchtime behaviours. All persistent behaviours will be discussed with parents. Where a child has been on the behaviour chart more than three times in a week parents will be informed via dojo notification or a telephone call.

Lunchtime Supervisors Behaviour Charts

Lunchtime behaviour is recorded on weekly behaviour charts. The folder is collected daily by a supervisor and is returned to the Vice Principal at the end of lunchtime for monitoring.

Reflection Time

Where behaviour needs addressing more thoroughly pupil will go to reflection time. Pupils need to go to reflection time because they have broken one of the school core values, rights or responsibilities or because of a culmination of smaller behaviour incidents over a period of time. In reflection time pupil will complete a put it right reflection sheet and have the opportunity to speak to an adult about what better choices could have been made.

Working together with Parents

- If your child is on the weekly behaviour chart more than three times in a week a phone call/dojo notification will be made to parents by the class teacher
- If the following week your child is on the behaviour chart more than three times in the week a phone call will be made to parents by Key Stage lead
- If your child continues to be on the behaviour chart in subsequent weeks then a phone call will be made to parents by Vice Principal to arrange a meeting to discuss the support that your child may need
- If there is no significant improvement in your child's behavior, there will be a meeting with the Principal

Individual Behaviour Plans

Children whose behaviour continues to be a concern will be placed on a behaviour plan. Parents will be made aware of this and it will be sent home daily or weekly to sign. This plan will be closely monitored and reviewed.

Zone Board

As part of our behaviour system, each class from Reception to Year 6 have a class zone board. Each board is sectioned into 5 coloured parts. All pupils start on green at the beginning of a new day. If a pupil's behaviour causes concern then they may be moved from the green zone to the orange zone. If behaviour continues to be below expectation then a pupil could move to the red zone (in line with the above flow chart.) However, pupils have the chance to redeem themselves all the time so, for example, if they move onto orange for a particular reason they could move back up to green quickly by making positive choices. If pupils do make good choices, above and beyond that expected then they will climb up to silver and gold. They should be proud of themselves for this achievement.

Child on Child Abuse

We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges. We will follow both national and local guidance and policies to support any pupil subjected to child on child abuse, including sharing nudes or semi-nudes and gang violence. We will follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools.

Bullying

Bullying is a form of child on child abuse and will be dealt with in line with our school policy and the Keeping Children Safe in Education Document.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. The same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, will be addressed in accordance with our behaviour policy.

Mobile phones

Pupils who have a letter stating that they walk home on their own are permitted to bring their phone into school on these days only. All phones must be switched off before entering the school playground. Phones must then be handed to the teacher as pupils enter the school building. These will then be kept by the teacher and returned to the pupils as they are dismissed from the playground. Mobile phones must not be switched on until pupils have left the school premises.

Exclusions

For continual unacceptable behaviour or in cases of very serious verbal or physical the Principal reserves the right to use suspensions and permanent exclusion as a consequence. When this happens, we will follow the guidance set out by government and the local authority.

SUPPORTING PUPILS WITH ADDITIONAL NEEDS

At St. Peter's, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school. We identify those pupils through teacher referral, parental referral, and child self-referral - and through weekly reviews of behaviour data collected through our behaviour monitoring system.

Where pupils persistently struggle with acceptable behaviour we support them through assessments, written behaviour plans and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals who support our school. Where pupils have high levels of sustained need, this process may result in an application for an SSPP or an EHCP, that provides for the child's needs on a long-term basis.

To ensure equality of opportunity, the strategies in a pupil's support plan will take priority over the rewards and sanctions of the school's behaviour policy. If a pupil makes an allegation against a member of staff that - after investigation - is determined to be false and malicious, we will consider whether disciplinary action is required against the pupil. This will be proportional, based on the individual case and take into account the needs and feelings of all parties involved.

Further Information

A list of banned items: the following items are not permitted in school

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Discipline in school – Teachers’ Powers: What the law allows:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules/rights or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits, taking part in another school-related activity, travelling to and from school or when wearing school uniform.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers can confiscate pupils’ property.
- Teachers have a specific legal power to impose detention (parent consent is not required. They will be informed through a behaviour incident slip sent home with the child).

Pupil’ conduct outside the school gates – teachers’ powers What the law allows:

- Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupil.

Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Power to Use Reasonable Force:

Key staff are trained in Team Teach- A positive handling programme and will use this technique when needed.

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – *it is always unlawful to use force as a punishment.*

Dealing with allegations of abuse against teachers and other staff:

- If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
- In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

- It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- For pupils that are found to have made malicious allegations the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Searching Pupils:

- Principals and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs or stolen items.

Staffing:

- All class teachers will be responsible to record incidents of misbehavior. This will be monitored by the Behaviour Lead.

Legal framework:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour schools'
- DfE (2021) 'Sexual violence and sexual harassment between pupil in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

Policy Review:

- The policy will be reviewed on an annual basis

Date adopted by the Governing Body: _____

Signed (Chair of Governors): _____

Review Date

Appendix 1 Good Behaviours

Children are rewarded for always being the best versions of themselves, the person God intended them to be. Here are some examples of good behaviours children are rewarded for.

These are examples of good behaviours children may demonstrate at St. Peter's and examples of rewards they can achieve

It is our expectation that these skills and qualities will be modelled and displayed by all stakeholders at St Peter's- staff, governors, volunteers, visitors, parents and children.

Behaviour	Rewards
• Being sensible inside and outside of the school building • Shout outs from the community • Caring for others • Personal achievement • Committed to high standards • Keep the School Rights and responsibilities • Effort • Completion of work • Fairness and honesty • Consistency • Good manners • Determination • Helpfulness • Initiative • Independence • Organisation • Positive encouragement • Perseverance • Preparedness to compromise • Positive motivation and attitude • Reliability • Presentation of work • Respectfulness • Responsible behaviour • Study skills/research skills • Self-discipline • Supportiveness of others' achievements • Thoughtfulness	• Verbal praise from teacher and other adults • Awarded house points • Move up the zone board • Extra responsibilities • Pointing out good behaviour • Smile/nod/thumbs up/saying "well done", etc. • Comments written in workbooks • Stickers • Extra play • Showing good work to the class, or other teachers • Showing work to Principal and/or Deputy Head • Receiving an acknowledgement of praise or commendation from the HT or DHT to be sent home to parents e.g. postcard, dojo home • Principal Awards • Good work and special mention certificates • Specific mention to parents through personal conversation

Appendix 2: Not keeping the school Rights and Responsibilities

NB: Other codes can be added if needed and the rights and responsibilities descriptions will be reviewed to ensure it is fit for purpose

Not keeping the school Rights and Responsibilities		
Disrupting the right to Learn Code 1	Disrupting the right to Respect Code 2	Disrupting the right to be Safe Code 3
This is when children are not ready to engage in their own learning, or if they are preventing others from learning A. Calling out during lessons B. Wandering around classroom C. Not focused in lesson D. Talking when the teacher is talking E. Talking when quiet is expected F. Not wearing correct uniform/PE Kit G. Not completing homework H. Other	This is when children are not being respectful to themselves or to others. A. Not following instructions B. Refusal to follow instructions C. Constant talking after reminder to work quietly D. Making wrong choices E. Telling tales/lies F. Damaging/misuse of school resources/equipment G. Rudeness to staff: words/actions/arguing H. Rudeness to children: words/actions/arguing I. Inappropriate behaviour in the toilets J. Inappropriate behaviour in the cloakrooms K. Not lining up appropriately L. Swearing M. Stealing N. Persistent disregard of the school uniform policy O. Misbehaviour likely to discredit the reputation of the school P. Other Inappropriate conduct at lunchtime 1. Throwing food/drink 2. Running in the dinner hall 3. Leaving the hall with food in mouth 4. Making a deliberate mess 5. Not cleaning up after themselves appropriately 6. Rudeness to staff words/actions/arguing 7. Rudeness to children words/actions/arguing 8. Rough play 9. Misuse of equipment 10. Not standing still when the bell goes 11. Other	This is when children are not keeping themselves safe or compromise the safety of other. A. Entering a restricted area B. Rough Play, inc play fighting C. Inappropriate use of phones/social media- inside or outside school inc swearing, name calling, unkind words and comments about another person, unpleasant pictures shared D. Racial discrimination E. Religious discrimination F. homophobic, biphobic or transphobic discrimination Child on Child Abuse: child on child abuse is taken very seriously and will not be excused as 'banter' G. bullying (including cyberbullying, prejudice-based and discriminatory bullying) H. Abuse in intimate personal relationships between children I. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) J. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, inc. inappropriate touching through silly behaviour K. Exposure L. Other

Appendix 3 Dealing with misbehaviours

Incident severity	How to deal with incidents
Minor e.g. • Lack of co-operation initially • Not accepting reasonable reminders • Minor rudeness to staff but stopped • Poor standard of work due to lack of effort • Low-level disruptive behaviour but stops • Code 1 and 2 behaviours	Early response • eye contact, • say name, • surprised facial expression, • change voice – lower tone, change volume (quieter). • Move child closer to teacher. Early verbal intervention • e.g. “Are you OK?” or “Do you need me to sort this out?” • Giving a quiet word of warning. • Repeat work which was unsatisfactory due to bad behaviour, during break or lunch time. Giving a choice or consequence. • Giving time-owed (child makes up time lost by inappropriate behaviour) • Asking child, “What could make this situation fair or better?” • Asking child, “How could you put this right?” Recording • Behaviour incident recorded on behaviour chart. Charts will be monitored weekly by SLT
Medium e.g. • Being deliberately rude/disrespectful to staff and pupils • Code 2 behaviours	• Use other children to say what is wrong or how to make matters better. • Take to one side and discuss one to-one. • Loss of privilege/playtime • Giving time-owed (child makes up time lost by inappropriate behaviour). • Sit child alone/away from main group of children. • Asking the offender to sit down on the nearest bench (or apart from the rest of pupils in class) for one minute of time-out for each year of their age (where appropriate) to cool off before being allowed to re-join and try again. Parental Engagement • If a child is on the behaviour chart more than 3 times in a week the class teacher is to inform parents via dojo/telephone. • If behaviours persists a meetings in person with the teacher and Key Stage Lead to be held. Recording • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incident recorded on behaviour chart. Charts will be monitored weekly by SLT
Significant e.g. • Refusal to co-operate	• Child should report to the Principal or Deputy Principal for timeout. • Send child with work to a paired class for a specified length of time.

• Openly defiant to staff • Damage to property • Disrespect to adults and peers • Significant physical, verbal or written abuse of others and property, including racially motivated • Systematic bullying/excessive teasing • Misuse of ICT in school (see Internet Policy)	• Write letter of apology or similar at ageappropriate level. • Daily report or Home School Communication Book. Special Educational Needs • If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the SENCo who will discuss the problem with outside agencies as appropriate, to help the child modify their behaviour and prevent future difficulties Parental Engagement • Parent(s) to be notified by behaviour lead and telephone conversation or in person meeting to be held with behaviour lead. • If behaviours persists a meetings in person with the Principal or deputy Principal to be held to agree actions Recording • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incidents recorded on behaviour chart. Incidents of a significant nature are reported to HT and DHT the same day. • When a significant incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. This should be recorded on My Concern and shared with parents.
Very serious Incidents e.g. • Very serious physical, verbal or written abuse of children or staff. • Deliberately dangerous actions • Physically losing control	• Call for DHT or HT to remove child from class or playground. • Physically accompany child to desired outcome, by staff, when child is refusing to co-operate, or to prevent further damage to property. • Remove child from situation, which might be achieved by removing the rest of the class rather than the child him/herself, not leaving the child on their own. • Full investigation by HT. • Exclusion from school for rest of day. • Fixed-term exclusion from school following the DfE guidelines. • Permanent exclusion from school, in line with the Disability Discrimination and Equality Act Parental Engagement • Parent(s) to be notified by Principal and telephone conversation or in person meeting to be held with behaviour lead. • If behaviours persists a meetings in person with the Principal or deputy Principal to be held to agree actions Recording • Meetings with parents to discuss behaviour will also be recorded on My Concern management System • Behaviour incidents recorded on behaviour chart. Incidents of a very serious nature are reported to HT and DHT immediately. • When a very serious incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. This should be recorded on My Concern and shared with parents.

NB: This list is not exhaustive and behaviours will be dealt with in a bespoke manor where needed.

We value the relationships we have with our parents and the support you give to us. We believe that open, honest and transparent communication between home and school is the key to keeping children at the centre of all we do.

Appendix 4: Examples of restorative conversation prompts

Restorative Conversations help children through a difficult situation, such as a fight with a friend or disruptive behaviour. These are suggestions of how a conversation may be approached

STEP 1. OPEN THE LINES OF COMMUNICATION.

Let children know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement. Say:

- How's it going?
- I wanted to talk with you about _____ .

STEP 2. ALLOW THEM TO EXPLAIN THE SITUATION FROM THEIR PERSPECTIVE.

Try to see the situation from their point of view. Remember that children, as adults, may often feel very differently about the same event. Say:

- What happened?
- Can you tell me more about _____ .
- What were you thinking at the time?
- What were you feeling?

STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES.

Help the child gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour. Remember young children may have a very myopic view of what happened. Say:

- It sounds like you felt _____ . What made you feel that way?
- What happened before it started?
- What else do you think was going on with _____ ?
- Has this happened before?

STEP 4. IDENTIFY THE IMPACT.

Help the child see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings. Say:

- What happened to you? To your friend? To your family?
- What have you thought about since?
- Who else do you think has been affected/upset/ harmed by your actions? How?
- When I heard/saw _____, I felt _____ because I _____.

- What role do you think you played in this situation?
- How do you feel now?

STEP 5. ADDRESS NEEDS AND REPAIR HARM.

Help the child decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence. Say:

- What can you do to make things better?
- If you were _____, what do you think you would need?
- What do you need to help you do that?
- What would you like to see happen?
- What could you do to make sure this doesn't happen again?
- What can you do differently next time?

STEP 6. CREATE AN AGREEMENT.

This may be a verbal agreement, a checklist or even a written letter or contract. Remember to follow through on your own promises. Say:

- Based on our talk, I heard that you will _____. I will also _____.
- Can we agree on this plan?
- I'm going to check on you in a while to see how things are going.
- Thank you for sharing with me! I'm so happy we can work together to make things better!